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ONTARIO

Department of Education

Latin

Suggestions for Teachers of Latin

in

the use of the

Ontario High School Latin Book

(The Educational Book Co., Ltd.)

for

Teaching the New Grade X and XI Courses

Issued by Authority of
The Minister of Education

Courses in Latin for Grades X and XI

A text-book in Latin Grammar covering the new prescription of work for Grades X and XI will not be ready for the school year of 1938-39. The use of the present Latin Book will therefore be continued in classes entering Grade X in the coming September.

To meet the requirements of the new Courses in this subject it will be necessary to cover in two years the basic rules and the Reading Lessons contained in the first 288 pages of this book. As an aid to the teacher in covering this amount of work in the limited time available the following suggestions are offered:

1. In his anxiety to cover the work rapidly the teacher should not begin at once with declensions and conjugations. The first two or three lessons should be devoted to a survey of the accomplishments of the ancient Romans, a comparison of the Roman and British Empires, the influence of Rome upon the modern world, the broad differences between the Roman and the English languages, and other similar topics.

2. Since greater stress will in future be laid on the intelligent reading and comprehension of Latin literature, emphasis should be placed on this phase of the work from the very beginning of the course. It is neither necessary nor wise to have every Latin extract formally translated into English, since the teacher can ascertain by judicious questioning whether or not the pupil has understood the story clearly.

Suitable material for reading may be found in the Latin Reader or may be arranged by the teacher himself from Livy I and later from Livy II. Publishers will willingly suggest suitable books for the guidance of teachers who write for such help.

The supplementary exercises (pp. 288 *et seq.*) will be found useful for drill in sentence writing; but it is not necessary to do all the sentences in an exercise, especially if more than one have been assigned for a lesson.

To cover the work successfully a total of 240 minutes a week should be assigned to the subject.

Grade X

TOPIC

1. The present indicative of the four conjugations (p. 414). Use vocabularies and exercises (pp. 15-43).
2. First declension of nouns in full, with explanation of all cases; all first declension nouns in vocabularies from pages 17-42; the prepositions *ad, ab, in, cum*. Drill with phrases and sentences chosen from each exercise.

TOPIC

3. The imperfect active tense of all four conjugations (p. 414). Teach the various translations into English, including the English simple past tense. Verbs in vocabularies (pp. 17-50).
4. The second declension nouns in *-us*, *-er*, *-ir*, *-um*; all second declension nouns in vocabularies (pp. 17-42).
5. First and second declension adjectives (three types). Adjectives in vocabularies (pp. 37-41).
6. Reading to page 51.
7. Third declension nouns, all types except *-i* stems. Vocabularies (pp. 47-52).
8. Prepositions and vocabulary (p. 55).
9. The perfect indicative active of all regular types of verbs. Vocabularies (pp. 57-59).
10. Reading lessons from pages 53-61.
11. Third declension adjectives and vocabulary (p. 64).
12. The present and imperfect tenses of *sum*. Vocabulary (p. 66).
13. The present infinitive active (p. 69) and present infinitive passive (p. 133). Only its use as complementary infinitive. Omit its use as subject of a verb. Vocabulary (p. 70).
14. The pluperfect indicative active of all regular verbs, and the perfect and pluperfect of *sum*. Vocabulary (p. 73).
15. Nouns of fourth declension. Vocabulary (p. 75).
16. The principal parts of all verbs up to page 81.
17. The perfect indicative passive (pp. 78-81) and the pluperfect indicative passive (p. 85). The ablative of agent. Vocabularies (pp. 80, 81, 83, 86).
18. Nouns of fifth declension (p. 88). Ordinal numerals. Accusative and ablative of time. Vocabularies (pp. 89-91).
19. Reading (pp. 67, 92).
20. The present indicative passive of the four conjugations. Vocabulary (p. 94).
21. Comparison of regular adjectives, and irregular adjectives in *-er* and *-ilis* (p. 110). Vocabulary (p. 97). Declension of the comparative.
22. Dative with adjectives (p. 99). Vocabulary (p. 100).

TOPIC

23. The future indicative active of the four conjugations. Vocabulary (p. 102).
24. Reading (pp. 95-105).
25. Nouns of third declension *-i* stems. Vocabulary (p. 108).
26. Irregular comparison of *bonus*. Omit section 197 except words given in vocabulary (p. 112). Declension of *plures, complures*. Vocabulary (p. 114).
27. Reading (pp. 109-115).
28. Irregular adjectives of first and second declensions. Vocabulary (p. 117).
29. The imperfect and future indicative passive. Vocabulary (p. 120).
30. Cardinal numerals (p. 121). Declension of *duo* and *tres*.
31. Reading (pp. 118-123).
32. The future perfect indicative active and passive; the future indicative of *sum*. *Cum* and *si* clauses (p. 128). Stress the verb *augeo*.
33. The declension and use of *mille* and *milia*. The accusative of "extent of space." Vocabulary (p. 131).
34. The formation and comparison of adverbs, regular and irregular (pp. 133, 134, 139, 140). Vocabulary (p. 134).
35. The use of *quam* with the comparative (p. 136), and with the superlative (p. 140). The ablative of comparison. Vocabulary (p. 137).
36. Reading (pp. 129-142).

Grade XI

1. The first week of the term might profitably be spent in reviewing the more important features of the work of Grade X.
2. The declension and uses of the relative pronoun. Vocabulary (p. 145).
3. The perfect participle passive. Vocabulary (p. 148).
4. The personal pronouns. Add lesson LVII (pp. 160-162) to this lesson. Vocabulary (p. 151).

TOPIC

5. The present participle active. The use of *dum* with the present indicative. Vocabulary (p. 156).
6. The reflexive pronouns. Stress the reflexive pronouns of the first and second persons. The use of the reflexive pronouns with certain transitive verbs to make them intransitive.
7. Reading (pp. 149-164).
8. Verbs of conjugation three in *-io*. Vocabulary (p. 165).
9. The declension and use of *hic* and *ille*. Review *is* (p. 150). Note their use as both demonstrative pronoun and demonstrative adjective. Vocabulary (p. 169).
10. The ablative absolute. Vocabularies (pp. 172-175).
11. The declension and use of *ipse* and *idem*. Vocabulary (p. 178).
12. Deponent verbs. The semi-deponent *audeo*. The perfect participle of deponent verbs. Vocabulary (p. 182).
13. Reading (pp. 167-184).
14. The accusative and infinitive construction. Combine the three lessons (pp. 184-194). Teach all the infinitives, active, passive and deponent. Then teach the construction of the accusative and infinitive.
15. Direct questions; the declension of *quis*. Drill on vocabulary (p. 197).
16. The active periphrastic conjugation. Vocabulary (p. 200).
17. Reading (pp. 187-202).
18. The dative with special intransitive verbs. Vocabulary (p. 204).
19. The subjunctive of *sum*. The subjunctive active and passive of the four conjugations. Combine the three lessons on the indirect question. Vocabularies (pp. 211-215).
20. Clauses of result. Vocabulary (p. 216).
21. The verb *possum*. Vocabulary (p. 219).
22. Reading (pp. 206-222).
23. The genitive and ablative of quality. Vocabulary (p. 223).
24. Clauses of purpose. Vocabulary (p. 226).

TOPIC

25. The verb *fero* and its compounds. Vocabulary (p. 229).
26. The use of *cum* in temporal clauses of past time and in causal clauses. Vocabulary (p. 231).
27. The verbs *volo*, *nolo*, *malo*. The dative of interest and of purpose. Vocabularies (pp. 235, 238).
28. Reading (pp. 224-240).
29. Omit the subordinate clause of indirect discourse (p. 237). Vocabulary (p. 241).
30. The ablative of specification and of manner. Vocabulary (p. 241).
31. The verbs *eo*, *fio*. Vocabulary (p. 245).
32. Omit the indirect command—if you are pressed for time.
33. Review the four cases. Vocabularies (pp. 251-254).
34. Omit the gerund and gerundive—if you are pressed for time,
the passive periphrastic conjugation,
the indefinite pronouns,
the uses of the subjunctive in principal sentences.
35. The imperative.
36. If necessary, omit the conditional sentences and the supine.
37. Omit reading pages 246-281.
38. It is recommended that the Latin Reader be used for one lesson each week during the first half of the year, and for two lessons each week during the second half.

